Jennifer Batchelor

Lesson Plan # 3

4-8-13

Yobani Rosas Grade 4

**Objectives:**

Science Objectives & Related TEKS:

**Science:**

4.10 Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environment. The student is expected to

(A) explore how adaptations enable organisms to survive in their environment such as comparing birds' beaks and leaves on plants;

ELA Objectives & Related TEKS

**Reading Comprehension:**

4.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;

(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.

4.6 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) sequence and summarize the plot's main events and explain their influence on future events;

(B) describe the interaction of characters including their relationships and the changes they undergo;

4.11 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize the main idea and supporting details in text in ways that maintain meaning;

**Reading Fluency:**

4.1 Reading Fluency: Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

**Written Communication:**

4.15 Writing/Writing Process: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);  
(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;  
(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and

**Activities:**

1. Reading Comprehension
   1. Guided Reading, Level G book, *This is a Bird* (Reading A-Z)
   2. Draw a summary of *This is a Bird* and caption each picture
2. Reading Fluency:
   1. Echo Reading/Choral Reading *This is a Bird*
   2. 1 minute timed reading of *This is a Bird* and record on graph
   3. Buddy reading of the *Berenstain Bears and the Missing Dinosaur Bone*
3. Written Communication:
   1. Continue editing on creative writing story prompted by *Dinosaur’s Day*
   2. Student responds in reciprocal journal
4. Vocabulary
   1. Vocabu-Splat iPad app
   2. Student dictionary

**Materials:** pencils, crayons, reciprocal/writing process journal, dictionary, iPad, Timed Reading Graph

**Evaluation:**

* Teacher observation/anecdotal records on lesson plan for reading comprehension and fluency
* Rate from 1 minute timed reading of *This is a Bird*
* Reciprocal Journal Entry